

21 SEP 1974

MEMORANDUM FOR: Deputy Director for Administration  
THROUGH : Director of Logistics  
SUBJECT : Seminar: Psychological Aspects of the  
Executive Role - [REDACTED] STATINTL  
Institute - 8 - 13 September 1974

1. This memorandum is submitted in response to your request for an evaluation of the subject seminar. Attached are the following which provide a reference for the review of the seminar:

- a. Seminar Schedule (Attachment 1)
- b. Biographic profile of the attendees (Attachment 2)
- c. Biographic profile of the faculty (Attachment 3)
- d. Bibliography of published books [REDACTED] ATINTL  
[REDACTED] (Attachment 4)

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2. In order to assess the seminar it is essential to understand what the [REDACTED] is teaching. Simply put, [REDACTED] is proposing that man as an individual and collectively as a corporate being is influenced (motivated) primarily by internal rather than external forces and that to properly motivate one must understand these basic internal forces. To understand these forces, the totality of which make up individual personality, [REDACTED] suggests a fundamental understanding of Freudian psychoanalytic theory. He then follows Freud with the theories of Erik H. Erikson developing a complementary conception of a "psycho-social pattern of development encompassing the whole life cycle."

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3. The psychoanalytic theory of personality is, according to [REDACTED] "...the only comprehensive theory of personality which seeks to understand, describe, and explain man's motivation and behavior from birth to death ...." "It can include within its purview the concepts of many other theories of personality but not vice versa." It is, therefore, [REDACTED] view that approaches to motivation such as the Managerial Grid, Management by Objectives, T Grouping, etc., may be understood (and, in his view, discarded) in terms of the above psychoanalytic theory, but that none of these address the basic issue nor solve fundamental problems.

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4. In an interview with [REDACTED], the undersigned accused him of preaching "old-time religion." He did not object to that observation but stated he felt more comfortable with "fundamentals" as a descriptive word. More could be said about the basic theory; however, one runs a real risk of misstating or misinterpreting, to [REDACTED] discredit. Fortunately, [REDACTED] has provided great elaboration in his own hand and a bibliography of his books are attached (Attachment 4) which are available from the undersigned, having been provided as handouts at the seminar. Not being a psychologist by training, the undersigned is unqualified to judge the validity of [REDACTED] basic assumptions either in terms of an independent understanding of Freud or in terms of a professional understanding of other theories of motivation. Independent of this judgment, the questions then appear to be as follows: How effective was the seminar? Did the [REDACTED] Institute make its case? What are the benefits of the seminar to the attendee and to the sponsoring organization? In answering these questions, the undersigned attempted to record not only his own impressions but also made extensive efforts to elicit and record the reaction of the other attendees as the seminar developed.

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5. The seminar was broken down into two presentation/participation modes. Group lectures take approximately 75 percent of the time and are followed by small group discussions. The group lectures began Monday morning with Dr. [REDACTED] speaking on the "Principles of Personality Functioning." These and subsequent lectures, running through at least Tuesday noon, were directed to fundamentals and were seemingly repetitious of freshman college Psych I and Psych II. In retrospect, this phase of the seminar was necessary for an understanding of subsequent matter. It is the undersigned's feeling that this phase could, however, be tightened up and shortened somewhat.

6. Subsequent lectures took the basic principles and applied them to illustrate their effectiveness in explaining man in his relationship with his environment (Management of Environment) as a leader in the sense that they impact on him personally (The Role of The Leader) and on him and his subordinates (The Practice of Leadership and The Psychological Contract). The final lecture Friday morning was entitled "Executive Problems" and summarized the seminar and the plight of an executive in terms of primary psychological conflicts.

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All lectures were subsequently provided to the attendees in booklet form and are useful for reference.

7. The lectures were supplemented by a movie (starring [REDACTED] and generally agreed to have been amateurish), two tape presentations [REDACTED] and [REDACTED] and a case study [REDACTED] intended to illustrate in real world terms the application of the lecture topics. The two tape presentations were excellent.

8. The seminar included two evening sessions which apparently vary in nature from course to course. Tuesday evening consisted of a one hour exercise entitled "Focused Communication" which involved an interview session by the attendees. Wednesday night consisted of a movie entitled "What if the Dream Comes True" (which was shown as a network television program in 1971) and an accompanying lecture by [REDACTED]. Both nights were formally criticized by the attendees at the wrap-up session on Friday as being weak and will undoubtedly be changed in subsequent sessions.

9. The small group discussions comprised five 1 1/2 hour sessions plus a wrap-up session on Friday. For purposes of the discussion groups, the attendees were split into three six- or seven-member groups, each with its resident staff advisor. These small groups provided an opportunity for discussion and free interaction between the attendees and an opportunity to discuss in greater depth the implications of the various lectures. In addition, each attendee was asked prior to the seminar to submit a short paper describing a personnel problem affecting his organization. This problem was then presented in the small group for consideration. The results were uneven, and, as could be anticipated, few problems were actually solved. However, this device did cause some of those presenting problems to look at them in new and often startling ways. It also provided an opportunity to apply recently learned concepts to real life problems, and finally, it served to illustrate the common nature of what one tends to think of as one's own unique problems. The affect of the small group discussions built up as the week progressed. The first two meetings were disappointing whereas the latter meetings seemed very worthwhile.

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10. During the week, at either 1:00 or 5:00, each attendee was given the opportunity to meet for 1 hour with a member of the staff in his professional capacity as a psychologist. Most attendees took advantage of this time to discuss family or business problems, and the consensus was that the interviews were surprisingly helpful. (The undersigned used this time to interview [REDACTED]). The purpose of this portion of the seminar, as stated [REDACTED] was to "de-toxify" the psychoanalytic experience and make it easier to seek professional guidance either for oneself or one's subordinates.

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11. The undersigned was reasonably critical of the course during the first half of the week, and that skepticism was shared by a significant number of the group. However, as the week progressed, the pieces fell together not only for the undersigned but also for the majority of the attendees so that by the end of the week there was general agreement that the time had been well spent. The seminar provided new insights into how and why people behave the way they do. It provided an understanding of oneself and created a greater awareness of others as well. It does this within the framework of an encompassing theory and practical application which in the end is acceptable because it makes sense.

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12. The undersigned found [REDACTED] basic theoretical approach quite persuasive because it is one of fundamentals. As an example, the Managerial Grid can be explained in terms of [REDACTED] but not vice versa. After having looked at it in this manner, it becomes apparent that the Grid addresses motivation and leadership only in its superficial aspects and does not address the basics of personality traits and the why of one's behavior. Having gone through a Grid, one knows he is a 9-1, for example, and should be 5-5, but not why he reacts in a 9-1 manner or how he can become a 5-5. In a similar manner, Management By Objectives is seen as a one-dimension effort. It addresses only one aspect of motivation, namely, establishment of clear, measurable, and obtainable goals. The undersigned anticipated a Grid-type experience at the seminar, in which insights are seemingly obtained as a result of a dynamic experience. This was not the case; awareness came slowly and subtly. The total impact was, however, more personally profound, and the undersigned finds himself pre-

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occupied with the seminar nearly a week later. This was not true of my Grid experience.

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13. There is much in the [REDACTED] theory that is compatible with the Agency's approach to personnel and motivation. Concern for the individual is institutionalized in the Offices of Personnel, Medical Services, and Training as well as elsewhere in the Agency. Considerable time and effort is spent by the Office of Training, for example, on various training courses for the sole purpose of motivating personnel. The Agency is basically paternalistic, in the positive sense of the word, by its attention to what it perceives as employee needs. It does not see itself as an autocracy. This orientation, although fundamental to the Agency, is lacking, or resisted as a matter of policy, in many private corporations.

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14. [REDACTED] stresses the need to understand primary motivational drives: the need to like oneself contrasted with the reality that one cannot escape what one is; the differentiation between gratification and reward, that is, the difference between the needs of one's self image as differentiated from external rewards such as salary, the existence of rivalry in a necessarily competitive work situation and its affect on productivity. Considerable time was devoted to an explanation of the relationship of stress and physical illness and the efforts to measure and quantify this relationship in advance.

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[REDACTED] in his lecture, "The Role of The Leader," stresses participative management stating that organizations built on the principle of control of the very lowest level by the very highest level foster "childlike dependence," stifle initiative, and are counterproductive. At the same time he speaks of the "father role" of leadership as an essential ingredient. [REDACTED]

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[REDACTED], in his lecture "The Practice of Leading" listed the following characteristics of good leaders. STATINTL

- a. Make their objectives clear.
- b. Describe how they would pursue objectives.
- c. Encourage subordinates to contribute their own ideas.
- d. Make clear criteria along which performance will be judged.
- e. Keep standards high but reasonable.
- f. Establish a relationship based on trust.

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- g. Make available help
  - 1. technical
  - 2. managerial
  - 3. interpersonal

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[REDACTED] stated also that "implicit in the relationship (leader - subordinate) is a concern for the development of subordinates skills. He also developed the concept of the "Supervisory Alliance," that is, the need for continued interaction and feedback between leader and subordinate in accomplishing the task at hand.

15. Other concepts were advanced in the course of the seminar. Each was presented in the context of the basic psychoanalytic theory and each explained logically in terms of basic personality needs rather than as independent concepts. As stated above, the Agency is oriented in this direction. [REDACTED] provided a framework in which these efforts are viewed cohesively.

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16. No matter how profound the experience nor how significant and meaningful the material, it is difficult, however, to conceive of a 1-week seminar having a lasting impact on an individual leadership style. It is significant to note that the majority of organizations represented at the seminar had a continuing relationship [REDACTED]. In these instances, [REDACTED] was involved in other ways within the corporation, and the seminar formed merely a part of his efforts to address the company's leadership and organization problems.

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17. It is the undersigned's opinion that participation by the Agency at the [REDACTED] Institute seminars would be beneficial to the attendees. The undersigned is less certain about the extent of the long-term impact of attending the seminar only. If the [REDACTED] approach is valid, some form of feedback and reinforcement would seem necessary for long-term effect. In this regard, Dr. [REDACTED] seems to be offering the seminar as part of a larger package. The Agency may want to explore this area further [REDACTED].

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18. Finally, a word about amenities. All seminars are held at the [REDACTED]. The accommodations are first class from the [REDACTED].

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bouquet of flowers and fruit basket in your room to the wine and cognac with dinner. The seminar schedule provides time to take advantage of the motel's nine-hole golf course, tennis courts, indoor pool, and sauna. [REDACTED] and his staff appear genuinely interested in the attendees as individuals and make every effort to ensure a comfortable week. It must be said in contrast, however, that the week is long, busy, and both intellectually stimulating and emotionally tasking. In short, the amenities are much appreciated.

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Chief, [REDACTED]  
Procurement Division, OL

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